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ABSTRACT

Academic and social problems of the children of migrant workers are compounded when these families remigrate to their home countries. This study explores patterns of Greek remigrant children's social adjustment and integration in Greek public schools after their families' return to Greece, principally from the Federal Republic of Germany. The social adjustment level of migrant children is defined using the perspectives of teachers, peers, and self; teacher-, peer-, and self-rating instruments were used. The study advances the following hypotheses: (1) Greek remigrant children experience more social adjustment and functioning difficulties than local children; (2) the length of stay in Greece after remigration constitutes a critical factor in the nature and severity of the children's problems; and (3) language competence is an important variable in the adjustment process. The sample consisted of the following groups of fifth and sixth grade students: (1) "early-return" students who had returned to Greece in 1984 or before; (2) "late-return" students who had returned during the last two academic years; and (3) a control group of classmates of the remigrant students. Late-return and early-return students were found to have varying inter- and intrapersonal difficulties with social isolation and adjustment, suggesting that these students should be recognized as distinct groups with special needs. The study includes 8 tables, 1 figure, and a list of 17 references. (AF)

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Social Adjustment and Integration of Minority Students in Schools: A Study of Greek Remigrant Children

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It has been well documented that children of migrant workers in the Federal Republic of Germany are at a disadvantage with regard to school success and type of secondary school they attend -- as compared to their German peers. They are underrepresented in grammar and secondary technical (intermediate) schools (Gymnasium and Realschule) and overrepresented in secondary modern schools (Hauptschule). Although Greek (and Yugoslavian) students recently show considerable improvement in their school success in some areas of the FRG (Hopf, 1987), the majority of foreign children (including the nationals mentioned) still score below their German counterparts. While there are studies on the school performance of migrant students, much less is known about their social adjustment and integration in the classroom.

Remigration to their home country constitutes another critical and difficult process for all the members of the migrant workers' families. Greek migration to and from the FRG has been considerable during the last 25 years. Greece is a small country with less than ten million inhabitants. Of these, 1,007,094 persons have entered Germany between 1960 and 1985. During the same time interval, 884,473 Greeks have left Germany (see Appendix). Some of the return migrants later came to Germany a second time. Furthermore, many Greek children have been born in the FRG. It has been estimated that about 80% of the Greek migrants have returned to Greece after having been in Germany for at least ten years (Hopf, 1988). It has been further estimated that since about the middle of the seventies, 10,000 Greek children have been remigrated to Greece each year (Markou, 1984), a percentage quite visible in the Greek educational system. By far the highest percentage of remigrant families come from the FRG, followed by the other Western and Eastern European countries, U.S.A., Australia, and Canada (Hopf, 1988).

Based on a literature review regarding research on remigration in different countries, Kasimatis (1984) concludes that (a) the largest percentage of research studies is based on small samples from specific regions, cities, or ethnic groups and they are not representative in most cases; (b) there is usually plenty of statistical data and other related material in the host countries, and there is a lack of similar data in the countries of origin; (c) there has been an emphasis on economic and demographic factors rather than on social, psychological, and cultural dimensions of the remigration process; (d) most of the studies on remigration usually were part of larger studies on migration and the related attitudes of migrant workers regarding their return to their home country; (e) it is rather difficult to make comparisons among statistical data and migration-related material in different countries, due to various differences within each country.

Based on the motives underlying the individual decision of the migrants to return to their home country -- which is related to the process of integration in the host country, Cerase (1974) proposes four types of return to home country: (a) "return of failure"; (b) "return of conservatism"; (c) "return of innovation"; (d) "return of retirement." Furthermore, Kasimatis (1984) states that in most of the relevant studies there has been an emphasis on the trend that while migration decision is mainly based on economic factors, remigration decision is mainly based on psychological factors.

In his study of Greek families who have remigrated from the FRG to Greece, Unger (1981) found the following individual and family reasons for remigration: (a) education of the children -- 44%; (b) to rejoin children who were left behind in Greece -- 15%; (c) health reasons of the wife or husband -- 15%; (d) homesickness ("nostalgia") -- 9%; (e) family reasons

in general (parents, weddings) -- 8%; (f) achievement of the goals of migration -- 4%. In the same line of research, Kollaros et al. (1980) found the following variables to affect the social reintegration of the migrants: sex, family status, individual history of migration, area of residence, length of stay in the FRG, degree of integration in the FRG, extent of achievement of the initial goals of migration, employment of the migrants after remigration to the country of origin, year of return to Greece.

After remigration to their parents' home country -- Greece --, migrant children encounter various educational, psychological, and socio-cultural difficulties. Despite several methodological limitations of the few existing relevant studies, it has been found that these students experience several problems with the Greek language, school homework, the curriculum of the different courses, their communication with the teachers, their peer relationships, and their social integration into the school system (Dikaiou et al., 1984; Unger, 1986; Gotovos et al., 1987). In a research project in Greece on the school reintegration of returning migrant children, Gotovos and his colleagues (1987) concluded the following:

1. There isn't only one type of re-integration of all remigrant children in the Greek school, but there are several distinct patterns.
2. Only a small minority of remigrant pupils succeed in surpassing the barrier of the 'inefficient pupil' and acquire relatively high standards of academic achievement. The other's achievement standard is far lower than the school's average.
3. The oral speech (Greek) of the great majority of remigrant pupils is complete and doesn't deviate seriously from the non-migrants' oral speech, as contrasted to written language. (p. 49)

It has been proposed that social adjustment and integration should be examined from the perspectives of peers, teachers, and self, which constitute the perceptual matrix of the children in a school setting (Hatzichristou, 1987). It has been further argued that the proposed conceptual framework -- based on identifying the various concomitants of social isolation -- leads to a better understanding of children's exhibited behavioral repertoire and social adjustment and provides a more valid and reliable picture of social isolation than by using any one of the three perspectives alone (Hatzichristou, 1987, 1988).

It has been further demonstrated that nonintellectual or affective qualities of children's behavior reflected in the attributes measured by the teacher, peer, and self-ratings are critical indicators of effective school functioning (Lambert & Urbanski, 1980). They are also indicators of a variety of manifestations of school adjustment difficulties including school learning, delinquency, and behavior problems (Lambert, 1972; Lambert & Urbanski, 1980).

The aim of this study is to explore the patterns of Greek remigrant children's social adjustment and integration in the Greek public schools. The social adjustment level of migrant children is defined using the perspectives of teachers, peers, and self. Teacher, peer, and self-rating instruments were used. Collectively, the instruments provide information about how each child's behavior is viewed by different persons in his/her environment, which further describes the child's level of social adjustment and integration.

More specifically, our hypotheses are the following: (a) Greek remigrant children experience more social adjustment and functioning difficulties as compared to local children, based on the perceptions of their teachers, their peers, and themselves; (b) the length of stay in Greece

-- after remigration -- constitutes a critical factor regarding the nature and the severity of the difficulties the children face; (c) language competence constitutes a critical variable in the remigrant children's adjustment process.

Methodology

Teacher, peer, and self-rating instruments were used. The teachers were asked to fill out a revised and translated version of the Pupil Behavior Rating Scale (Lambert & Bower, 1962), which consists of 11 attributes (school-related behavior). An additional item "this student is not obedient and questions the teacher's authority" was added based on research findings regarding the difficulties in the teachers' -- remigrant students' relationships (Unger, 1986) and the related pressure for "cultural assimilation" that is exerted on these students (Gotovos, 1984). The teachers were also asked to evaluate the performance of every student and the remigrant students' language competence, reading and writing skills.

The students were asked to fill out a sociometric questionnaire consisting of two "best friend/no friend" questions and nine questions regarding students' behavioral patterns based on peer perceptual correlates of sociometric status and behavioral profiles (Coie et al., 1982).

The students were also asked to fill out a translated version of the Self-Description Questionnaire (Marsh, Smith, & Barnes, 1983). Finally, the remigrant students were asked to fill out a questionnaire regarding their length of stay in the FRG and Greece, type of German schools attended, grades in German schools, whether they have attended a Greek school in the FRG, and grades in Greek schools in the FRG.

Sample

The sample consisted of three different groups of students from 13 different schools in the area of a big city and a middle-size town. The students were 10 to 12 years old and attended 20 different fifth- and sixth-grade-classes.

The students who have remigrated from the FRG were divided into two groups, based on the year they returned to Greece:

A. The "Early-return" group consisted of 17 students, who returned to Greece in 1984 and before (between 1980 and 1984). Therefore, they have spent between 5 and 9 years in the FRG (mean = 6.8 years).

B. The "Late-return" group consisted of 18 students, who returned to Greece during the last two academic years and have spent between 1 and 11 years in the FRG (mean = 8.7 years).

C. The "Control" group consisted of 540 students, all classmates of the remigrant students in each classroom.

Results

Teacher Rating

Comparisons (t-tests) of the means of the three groups (Early return -- Control, Late return -- Control, Early return -- Late return) on all the individual variables of the Pupil Behavior Rating Scale and the variables regarding the language competence of the remigrant children revealed only one statistical significant difference.

The difference that reaches significance level ($p < .034$) regards the means of the Early-return and Control groups on variable 1: "this student quarrels with other students more often than others." Based on the teacher rating, the Early-return students quarrel more than their local classmates.

There is also a trend that teachers perceive the Early-return students to be more "easily distracted in class" (variable 5) than the local students.

Regarding the first 11 behavioral variables of the Pupil Behavior Rating Scale (PBRS), there is a trend that the Early-return students are less well-adjusted than the Late-return students. They have lower means on all variables, except variable 2: "this student has difficulty in following directions in the classroom" and variable 8: "this student has difficulty in learning school subjects." Furthermore, the means of the Late-return and Control groups on all variables are very similar.

Regarding the language competence and language and math achievement variables, the Early-return and Late-return groups have very similar means with only slight differences in favor of the Early-return group (table 1). (There is only one exception: "general achievement in comparison to the student's classmates," where the Late-return group has a higher mean than the Early-return group.)

The factor analysis of the 11 variables of the PBRS (classical factor solution method followed by varimax rotation) yielded two factors (table 2). Variables 8 (difficulty in learning), 10 (unhappy/depressed), 7 (does not like school/no enthusiasm), 2 (difficulty in following directions), 4 (shy/isolated), 5 (easily distracted), 9 (becomes sick or upset or may stay home from school when faced with a difficult problem or situation) constitute factor 1. This factor consists of the "Classroom Adaptation" and "Intrapersonal Behavior" factor variables and can be characterized as such.

The Interpersonal Behavior variables (1: quarrels, 6: behaves in ways which are dangerous to self and others, 11: is not obedient and questions the teacher's authority) and variable 3: immature/not appropriate behav-

ior at school, constitute factor 2: "Interpersonal Behavior" factor.

Comparisons (t-tests) of the factor scores of the three groups did not reveal any statistical significant difference except for a trend that the Early-return students exhibit more Interpersonal Behavior (factor 2) problems than the local students.

We further excluded the variables which have similar weights in both factors. T-test comparisons between the groups were conducted. Again, no statistical significant differences were found except of the same trend of the Early-return students exhibiting more Interpersonal Behavior problems than the local students.

Finally, the sum scores of the variables making up a factor (computed factor scores) were computed and used in further t-test comparisons between the groups. The Early-return students were found to have more Interpersonal Behavior problems (factor 2) than the local students ($p < .054$) and the Late-return students ($p < .074$).

Finally, a three-factor analysis was computed and yielded the three factors, which are similar to the factors found in American research (table 3): factor 1 (variables 2, 8, 5, and 7) Classroom Adaptation factor, factor 2 (variables 6, 1, 11, and 3) Interpersonal Behavior and factor 3 (variables 4, 10, and 9) Intrapersonal Behavior. Findings similar to the above described findings were obtained from t-test comparisons of the factor scores and the computed factor scores between the groups.

Peer Rating

Comparisons Between Control Group and Early-Return Group Variables

Based on t-tests, local students (Control group) were found to differ significantly (higher means of peer nominations) from the Early-return

students regarding the following variables (table 4): "this student is liked by everybody and he/she helps others" (1st choice, total choices), "this student is snobbish and arrogant" (1st choice, total choices), "this student tries to behave in a proper way to gain the teacher's approval" (1st choice, 2nd choice, total choices). Therefore, local children were perceived to be more liked by others, to try more to help others, and to behave in a proper way to gain the teacher's approval, but also to be more snobish and arrogant than the Early-return children.

Comparisons Between Control Group and Late-Return Group Variables

Local students were found to have significantly higher means of peer nominations than the Late-return students on the following variables (table 4): "this student is snobish and arrogant" (1st choice, total choices), "this student tries to behave in a proper way to gain the teacher's approval" (1st choice, 2nd choice, total choices), "this student quarrels with the teacher" (1st choice, 2nd choice, total choices). Therefore, local students were perceived to be more snobish and arrogant, to quarrel more with the teacher, but also to try more to behave in a proper way (to gain the teacher's approval) than the Late-return students.

Comparisons Between Early-Return and Late-Return Group Variables

Early-return students were found to have significantly higher means of "best friend" (1st choice) peer nominations than the Late-return students (table 4). A trend was also found that the Early-return students were perceived to quarrel more with the teacher than the Late-return students.

Factor Analysis

The peer rating was factor-analyzed using the classical factor solution

method followed by varimax rotation. The 1st choices/nominations (table 5) and the total choices/nominations (table 6) were factor-analyzed separately. Three similar factors were obtained in both analyses. Factor 1 showed high loadings on the following variables: "this student is liked by everybody and he/she tries to help everybody," "being the leader," "tries to behave in a proper way to gain the teacher's approval," "best friends." This factor appears to be a "Prosocial Behavior/Leader" factor. Factor 2 showed high loadings on the following variables: "quarrels often with other students," "quarrels often with the teacher," "snobbish and arrogant." The item "you are not a friend of these students" had similar loading on both factors 2 and 3. Factor 2 appears to be an "Aggressive/ Negative Behavior" factor. Factor 3 showed high loading on the following variable: "shy/sensitive." Factor 3 appears to be an "Isolation/Withdrawal" factor.

Comparisons (t-tests) between the factor scores of the 1st choice peer nominations of the three groups revealed a trend that the local students are perceived to exhibit more aggressive/negative behavioral patterns than the Early-return students ($p < .092$). The local students were also found to exhibit more prosocial behavior patterns than the Late-return students ($p < .012$).

Self-Rating

The self-rating was factor-analyzed using the classical factor solution method followed by varimax rotation. Sixteen factors (with eigenvalues > 1) were obtained. The obtained 16 factors, and the variables having high loadings on each factor -- based on the rotated factor matrix -- are presented in table 7. The factors were labeled as follows: "Mathematics," "Appearance," "Learning -- School Subjects," "Physical Abilities," "Low

School Performance/Achievement -- Self-Concept," "Learning Speed and Ability," "Peer Relationships," "Relationship With Parents," "Reading," "School Achievement/Parents' Expectations," "Relationship With Parents -- Emotional Aspect," "Physical Activities Preference," "General Self-Concept," "Likeability."

Comparisons (t-tests) of the Factor Scores of the Groups

No significant difference was found when the factor scores of the Control group and the Early-return group were compared.

Regarding the comparisons (t-tests) of the factor scores of the Control and Late-return groups, Late-return students were found to believe that they are less physically attractive when compared to local students ($p < .018$) and have closer emotional connections with their parents ($p < .019$). Local students were found to have better peer relationships than the Late-return children ($p < .015$).

When Early-return students were compared to Late-return students, it was found that Early-return students believed that they were more physically attractive ($p < .023$) and that they had better peer relationships ($p < .060$).

Finally, the means of the items with high loadings on the 14 factors (computed factor scores) were computed (while the items with extreme skewed distributions were excluded) and used in further t-test comparisons between the groups. When Control and Early-return groups were compared, the only significant difference ($p < .019$) found was regarding the General Self-Concept factor with the Early-return students having a higher mean. We should be cautious, though, in explaining this difference, because this factor consists of one variable only and the distribution of the scores is skewed. When Control and Late-return groups were compared, local students

were found to have significantly higher means on the following factors: "Appearance" ($p = < .018$), Learning Speed and Ability ($p < .013$), Peer Relationships ($p < .006$), and "General Self-Aspect" ($p < .018$). Finally, when Early-return and Late-return groups were compared, Early-return students were found to have significantly higher means on the following factors: Appearance ($p < .023$), and General Self-Concept ($p < .011$).

Discussion

Teacher Rating

Teachers perceive the Early-return students as quarreling more with other students than their local classmates and as being more easily distracted in class. No significant differences regarding interpersonal and intrapersonal difficulties were found between the Late-return students and their local classmates. Teachers tend to perceive the Early-return students to be less well-adjusted than the Late-return students, while the Late-return students have classroom adaptation, interpersonal and intrapersonal patterns similar to the local students.

The above findings contradict our hypothesis that the Late-return students would experience more interpersonal and intrapersonal difficulties than their Early-return classmates in the school setting. One possible explanation of the findings might be that the students -- upon their return to Greece -- try to "adjust" to the new environment by being "obedient" and following exactly the "rules" of the new setting, thus by not attracting the teacher's attention in any negative or positive way. After the initial period, they start getting more familiar with the system, they learn how to function, and difficulties seem to appear after the initial period. Another explanation of the above findings might be that these Greek elementary school teachers are not accustomed to use such question-

naires (teacher rating) and, therefore, they have difficulties in discriminating among the students concerning the aspects which are covered by the items. This explanation has some plausibility since other findings in our study point to the same direction (see below).

Regarding the language competence and language and math achievement variables, the Early- and Late-return groups were not found to differ significantly. Furthermore, the remigrant students did not differ from their local classmates regarding their general achievement. It is rather difficult to interpret these findings, which contradict findings of previous research (Gotovos et al., 1986; Hopf, 1988). Gotovos and his colleagues (1986) have pointed out that the oral language of the remigrant students is rather complete and does not deviate seriously from the local students, as contrasted to written language. The most convincing explanation again is the difficulty of the teachers in discriminating among the students. At the same time, there is a strong tendency of the teachers in the Primary Schools to give an A (= best grade in the ABC-scale) to most of the students. This explanation is confirmed by our findings for the 14-year-olds: They show pronounced differences in school achievement between the three groups.

Neither were significant difficulties found -- as it has been mentioned previously -- among the three groups, regarding classroom adaptation variables of the Pupil Behavior Rating Scale, mainly: "difficulty in following teacher's directions," "difficulty in learning."

Furthermore, during informal conversation with the teachers -- while collecting the data -- the majority of them pointed out the various language difficulties that -- especially -- the late-return students face. Their oral comments rather contradict their written evaluation of these students' competence and achievement using the rating scale.

Based on comparisons of the factor scores, Early-return students were found to experience more interpersonal difficulties (namely "quarrels more often," "does not behave in a proper way," "behaves in ways which are dangerous," "not obedient and questions the teacher's authority") than the Late-return and local students. This finding, which has also been discussed previously, reveals the emergence of interpersonal difficulties after the initial period of the remigrant students' adjustment in Greece and is important for the design of effective intervention programs for these students. Of more general interest is the finding that, contrary to the results of studies in the U.S.A, learning difficulties in the classroom are seen by the teachers in close relationship with intrapersonal problems; the respective items intercorrelate and go together in one factor. In our opinion this finding underlines the central role of schooling and learning in the Greek society. Some of the items of the self-rating instrument show that the students themselves tend to see aspects of the self-concept in connection with aspects of school performance (see, e.g., factor 5).

Peer Rating

Local students were perceived to be more liked by others and to try more to help others than Early-return students and to try more to behave in a proper way in order to gain the teacher's approval than both the Early- and Late-return students. Based on the factor scores, local students were perceived to exhibit more prosocial behavior patterns than the Late-return students. Local students were further perceived by their peers to be more snobbish and arrogant than the Early- and Late-return students and to quarrel more with the teacher than the Late-return students. Finally, Early-return students received more "best friends" nomi-

nations than the Late-return students and were perceived to quarrel more with the teacher.

Based on the above behavioral profiles, local students seem to be more visible in the classroom setting than the remigrant students. In agreement with our hypothesis, Late-return students seem to be the most "invisible" group in the classroom. When Early- and Late-return students were compared, Early-return students seem to be better integrated, as they had more friends. They were also perceived quarreling more with the teacher, which further indicates that they are more visible -- although in a negative way -- than their Late-return classmates. This is in agreement with the teachers' impression that they experienced more interpersonal difficulties.

Self-Rating

In agreement with our hypothesis, Late-return students seem to experience more interpersonal and intrapersonal difficulties. Local and Early-return students perceive themselves as having better peer relationships, as being more physically attractive (having better appearance), and having a better general self-concept than the Late-return students. Late-return students were further found to have lower self-perceptions than their local classmates regarding learning speed and ability. Finally, they show closer emotional connections with their parents than the local children. This might be a sign of anxiety they experience in their new, complex environment where little help is offered and pressures are high.

Overall, combining the three perceptual perspectives (teachers, peers, self), Late-return students seem to be the least "visible" group in a po-

sitive or negative way (as seen by the teachers) and the most "invisible" group in the classroom (based on their classmates' perceptions). At the same time, they experience more interpersonal and intrapersonal difficulties based on self-perceptions. Thus, it may be exactly this "invisible" profile -- as "perceived" by others combined with the self-expressed interpersonal and intrapersonal difficulties -- that indicates their very distinct and subtle social adjustment and functioning difficulties.

Early-return students are perceived by the teachers exhibiting more interpersonal difficulties than the late-return and local students. They are further perceived by their peers exhibiting less prosocial behavioral patterns and also being less arrogant than the local students -- and being better integrated (as they had more friends), but quarreling more with the teacher than the Late-return students.

In conclusion, it seems that the remigrant students do constitute distinct groups in the school population exhibiting various differences from the local students. Further research efforts should be directed to further examination of the various difficulties of remigrant students and of their differences from local students. Our results underscore the need of these groups of remigrant students to be recognized as distinct groups of students within the school population, who need to be helped to overcome their difficulties and to maintain their "different" characteristics.

Table 1

Teacher Rating

Language Competence and Achievement Variables

Mean Scores

	Early return	Late return	Control
1. Ability in oral language	3.429	3.222	
2. Ability in understanding the lesson and following the teacher's directions	3.400	3.167	
3. Ability in written language	3.200	2.944	
4. Ability in reading	3.267	3.333	
5. Language achievement	2.467	2.444	
6. Math achievement	2.533	2.500	
7. Evaluation of students' performance	2.500	2.625	2.856

Scales: Items 1-4: 1 - limited -- 5 - advanced
Items 5-7: 1 - low -- 4 - high

Table 2

Teacher Rating

Rotated Factor Matrix from Factor Analysis of Teacher Rating

	Factors	
	1	2
Variables		
1. This student quarrels with other students more often than others	-.024	.838
2. This student has difficulty in following teacher's directions	.698	.404
3. This student does not behave in a proper way at school (immature or not appropriate behavior for the student's age and situation)	.522	.645
4. This student is usually shy and isolated	.694	-.052
5. This student is easily distracted	.679	.489
6. This student behaves in ways which are dangerous to self and others	.815	.169
7. This student does not like school and has no enthusiasm to learn	.739	.421
8. This student has difficulty in learning	.803	.215
9. This student becomes sick or upset or may stay home from school when faced with a difficult problem or situation	.612	.295
10. This student seems unhappy and depressed	.742	-.010
11. This student is not obedient and questions the teacher's authority	.206	.695

factor 1: Classroom Adaptation and Intrapersonal Behavior

factor 2: Interpersonal Behavior

Table 3

Teacher Rating

Rotated Factor Matrix from Factor Analysis of Teacher Rating

	Factors		
	1	2	3
Variables			
1. This student quarrels with other students more often than others		.785	
2. This student has difficulty in following teacher's directions	.867		
3. This student does not behave in a proper way at school (immature or not appropriate behavior for the student's age and situation)	.366	.648	.430
4. This student is usually shy and isolated			.822
5. This student is easily distracted	.789	.346	
6. This student behaves in ways which are dangerous to self and others		.803	
7. This student does not like school and has no enthusiasm to learn	.768	.314	
8. This student has difficulty in learning	.826		.309
9. This student becomes sick or upset or may stay home from school when faced with a difficult problem or situation		.352	.581
10. This student seems unhappy and depressed	.320		.745
11. This student is not obedient and questions the teacher's authority		.750	

factor 1: Classroom Adaptation

factor 2: Interpersonal Behavior

factor 3: Intrapersonal Behavior

Table 4

Peer Rating

Mean Scores of Peer Nominations

Variables		Group differences: Control -- Early return (Control higher means)	Control -- Late return (Control higher means)	Early return -- Late return (Early higher means)
A student who is liked by everybody and helps everybody	(1st choice)	$p < .004$		
"	(total nom.)	$p < .026$		
A student who is snobish and arrogant	(1st choice)	$p < .002$	$p < .012$	
"	(total nom.)	$p < .002$	$p < .025$	
A student who tries to behave in a proper way, to gain the teacher's approval	(1st choice)	$p < .002$	$p < .000$	
"	(2nd choice)	$p < .000$	$p < .054$	
"	(total nom.)	$p < .000$	$p < .000$	
A student who often quarrels with the teacher	(1st choice)			
"	(2nd choice)		$p < .012$	$p < .087$
"	(total nom.)		$p < .069$	
			$p < .003$	
A student who is leader	(1st choice)		$p < .079$	
Best friends	(1st choice)			$p < .043$

Table 5

Peer Rating

Factor Patterns for Factor Analysis of 1st Choice Peer Nominations with Variance Rotation

Item Abbreviation	Factors 1	2	3
1. Prosocial Behavior/Leader			
Liked by everybody and helps everybody	.851		
Leader in school	.736		
Tries to behave in a proper way to gain the teacher's approval	.718		
Best friends	.623		
2. Aggressive/Negative Behavior			
Quarrels often with other students		.834	
Quarrels often with the teacher		.690	
Snobish and arrogant		.625	
Not friends		.503	
3. Isolation/Withdrawal			
Shy and sensitive			.826
Not friends			.503

Table 6

Peer Rating

Factor Patterns for Factor Analysis of Total Peer Nominations with Variance Rotation

Item Abbreviation	Factors 1	2	3
1. Prosocial Behavior/Leader			
Liked by everybody and helps everybody	.870		
Best friends	.731		
Leader in school	.723		
Tries to behave in a proper way to gain the teacher's approval	.709		
2. Aggressive/Negative Behavior			
Quarrels often with other students		.867	
Quarrels often with the teacher		.764	
Snobish and arrogant		.662	
Not friends		.400	
3. Isolation/Withdrawal			
Shy and sensitive			.805
Not friends			.609

Table 7

Self-Rating

Factor Analysis of Students' Responses (n = 589) to the Self-Description Questionnaire Factor Loadings

Self-Concept Items	
	Factor 1 -- Mathematics
(51) I like math	.851
(20) I look forward to math	.850
(35) I am interested in math	.803
(58) I am good at math	.766
(13) I enjoy doing work in math	.737
(66) Work in math is easy for me	.703
(27) I get good marks in math	.638
(43) I learn things quickly in math	.625
(6) I hate math	-.544
(71) I am dumb in math	-.482
	Factor 2 -- Appearance
(15) I have a pleasant looking face	.808
(1) I am good looking	.780
(22) I am ugly	-.678
(61) I have nice features (e.g. nose, eyes)	.635
(8) I like the way I look	.584
(53) I am better looking than most of my friends	.573
(38) Other kids think I am good looking	.561
(67) I am an attractive person	.554
(46) I have a good looking body	.511

Table 7 continued

Self-Concept Items	
	Factor 3 -- Learning -- School Subjects
(18) I look forward to reading	.711
(11) I like reading	.691
(25) I am interested in reading	.687
(39) I am interested in all school subjects	.685
(54) I look forward to all school subjects	.649
(69) I like all school subjects	.640
(9) I enjoy doing work for all school subjects	.621
	Factor 4 -- Physical Abilities
(40) I am good at sports	.750
(55) I am a good athlete	.728
(30) I can run a long way without stopping	.704
(3) I can run fast	.691
(63) I am good at throwing a ball	.616
(32) My body is strong and powerful	.532
	Factor 5 -- Low School Performance/Achievement -- Self-concept
(64) I hate reading	.712
(47) I hate all school subjects	.702
(23) I am not good in all school subjects	.660
(33) I am not good in reading	.651
(60) I hate myself	.647
(37) Overall I am not good	.550

Table 7 continued

Self-Concept Items	
	Factor 6 -- Learning Speed and Ability
(31) I learn things quickly in all school subjects	.751
(70) I learn things quickly in reading	.720
(62) Work in all school subjects is easy for me	.634
(49) Work in reading is easy for me	.485
	Factor 7 -- Peer Relationships
(14) I make friends easily	.665
(44) Other kids want me to be their friend	.635
(28) I get along with other kids easily	.600
(7) I have lots of friends	.591
(59) I am popular with kids my own age	.527
	Factor 8 -- Relationship with Parents
(57) I get along well with my parents	.738
(65) My parents and I have a lot of fun together	.691
(5) My parents understand me	.678
(50) My parents are easy to talk to	.473
	Factor 9 -- Reading
(4) I get good marks in reading	.729
(56) I am good at reading	.717
(41) I enjoy doing work for reading	.420
	Factor 10 -- School Achievement/Parents' Expectations
(12) My parents are usually unhappy or disappointed with what I do	-.602
(2) I am good at all school subjects	.504
(16) I get good marks in all school subjects	.490

Table 7 continued

Self-Concept Items	
	Factor 11 -- Relationship with Parents -- Emotional Aspect
(26) My parents like me	.750
(19) I like my parents	.713
	Factor 12 -- Unclassified
(42) My parents and I spend a lot of time together	.642
(48) I am good at aiming at targets	.496
	Factor 13 -- Physical Activities Preference
(24) I enjoy sports and games	.697
(17) I hate sports and games	-.525
	Factor 14 -- Unclassified
(34) If I have children of my own, I want to bring them up like my parents did	.546
(10) I like to run and play hard	.533
	Factor 15 -- General Self-concept
(45) In general I like being the way I am	.468
(68) Overall I am good at things I like to do	.307
	Factor 16 -- Likeability
(21) Most kids have more friends than I do	.678

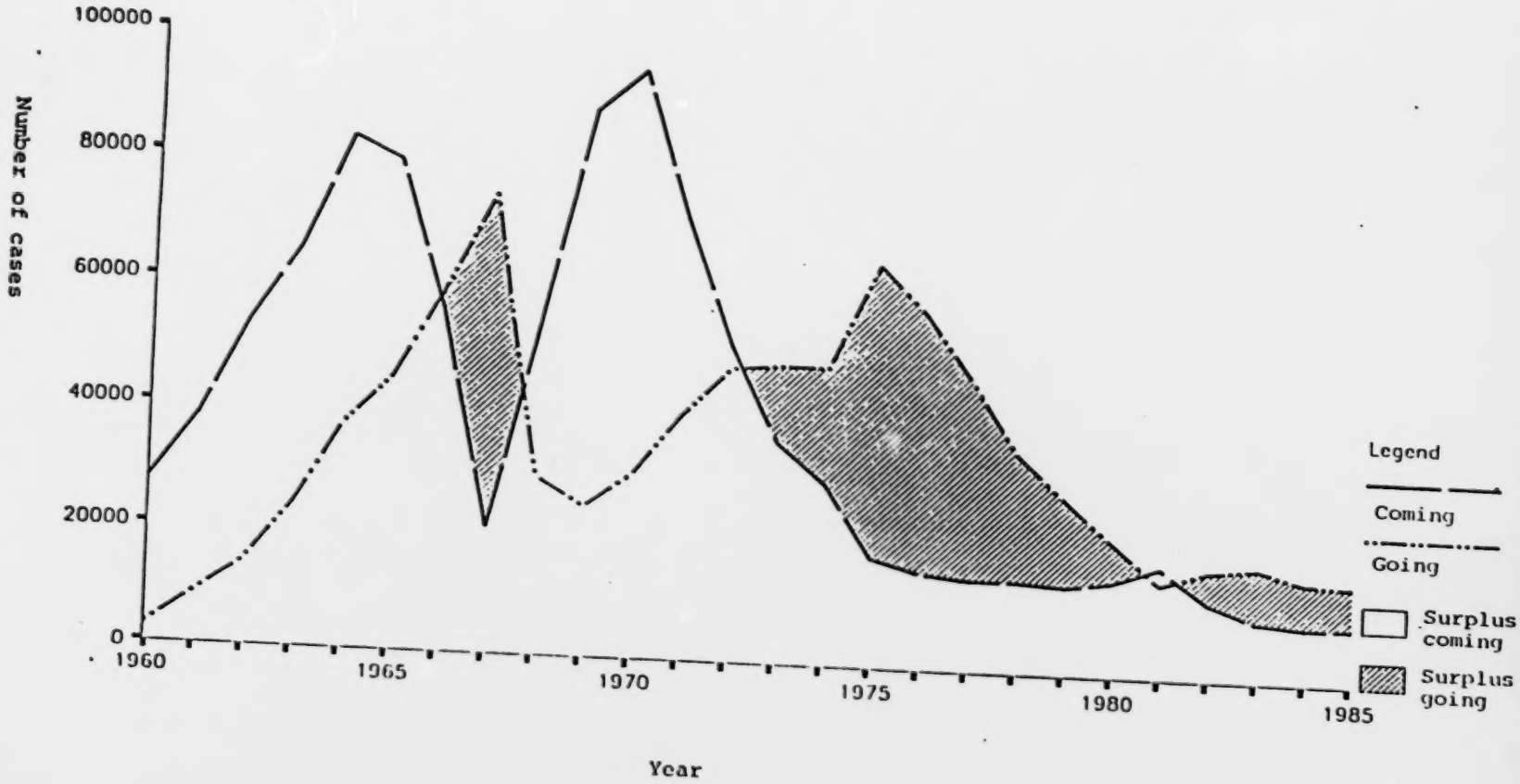
Appendix

Table: Greek nationals passing the German border, 1960 to 1985

Year	Coming to Germany	Leaving Germany
1960	27.317	3.033
1961	37.843	8.559
1962	53.235	14.068
1963	65.101	24.018
1964	83.107	37.198
1965	79.586	45.059
1966	56.183	59.896
1967	20.948	74.763
1968	53.778	29.753
1969	88.614	25.088
1970	95.143	30.791
1971	71.801	40.592
1972	51.710	48.469
1973	36.546	49.075
1974	30.238	49.125
1975	18.251	65.864
1976	16.098	58.250
1977	15.318	48.000
1978	15.392	36.210
1979	14.790	29.278
1980	15.882	22.383
1981	18.554	15.789
1982	12.849	18.155
1983	9.970	18.946
1984	9.345	16.779
1985	9.495	16.394
	1.007.094	884.473

Source: Statistisches Bundesamt Wiesbaden

Figure: Greek nationals passing the German border, 1960 - 1985



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